YoungStar

Frequently Asked Questions: Evaluation Criteria/Quality Indicators

September 20, 2016

<mark>*Note: Almost all questions have been revised since June 10, 2013;*
questions that have been <u>substantially revised</u> or <u>added</u> since the last update are highlighted.</mark>

YoungStar is a 5 Star quality rating and improvement system that supports child care and school-age care providers in the areas of education, learning environment & curriculum, business & professional practices and the health & well-being of children. Through this rating system the state addresses several key issues in Wisconsin's child care system. YoungStar:

- Focuses on improving outcomes for children by improving the overall quality of care
- Creates multiple pathways to professional development opportunities and better quality for child care and school-age programs
- Creates a clear, understandable tool for parents to choose quality child care
- Creates incentives and provides support for programs to improve services, particularly for low-income children
- Improves accountability for the Wisconsin Shares system

Questions on YoungStar Evaluation Criteria/Quality Indicators
(These questions are excerpted from the comprehensive YoungStar FAQ, and their numbers remain the same.)

YoungStar Evaluation Criteria: Learning Environment and Curriculum

YoungStar Evaluation Criteria: Business and Professional Practices

YoungStar Evaluation Criteria: Child Health and Well-Being

School-Age Programs

Day Camps

Regulatory Compliance

Answers: Overview of the YoungStar Quality Rating and Improvement System (QRIS)
(These questions are excerpted from the comprehensive YoungStar FAQ, and their numbers remain the same.)

OVR-1. What is quality in an early childhood setting, and why does quality matter?

There is much research that defines quality in early childhood settings and tells us that quality matters a great deal. Here are just two excerpts from this research, but you can find many others:

> Research typically points to two dimensions of quality: structural features and process features. The structural elements of a child care environment establish the foundation for optimal process conditions. Structural features refer to the way in which the program is organized such as staff-to-child ratio and teacher qualifications. Process quality refers to the experiences children have in child care and include such aspects as adult–child interactions, children's exposure to and involvement with learning materials, and parent– caregiver relationships. These are critical components that directly affect children's behavior and learning experiences in the child-care setting. The most important process element in quality child care is the human relationships between the teaching staff and children and their families (Uttal, 2002).
>
> *Excerpt from Families, Schools, and Communities: Building Partnerships for Educating Children, by C. Barbour & N. H. Barbour & P.A. Scully, 2008 edition, pp. 130-134.*

Research confirms that improving quality is the right thing to do to improve child outcomes. Children who participate in higher quality early childhood education programs demonstrate higher school readiness, lower subsequent participation in special education, less criminal activity, higher high school graduation rates, and higher lifetime wages.

In terms of children's everyday experiences, children appear happier and more cognitively engaged in settings in which caregivers are interacting with them positively and in settings in which child:adult ratios are lower. There also is evidence of concurrent relations between child care quality and children's performance in other settings. Children who attend higher-quality child care settings (measured by caregiver behaviors, by physical facilities, by age-appropriate activities, and by structural and caregiver characteristics) display better cognitive, language, and social competencies on standardized tests and according to parents, teachers, and observers. Finally, there is evidence that child care quality is related to children's subsequent competencies. The relationship is more evident when cumulative measures of child care quality are analyzed, rather than one-time assessments….

> *Excerpt from Child Care Quality: Does It Matter and Does It Need to be Improved? Deborah Lowe Vandell and Barbara Wolfe, Institute for Research on Poverty, University of Wisconsin-Madison, 5/24/00, http://aspe.hhs.gov/hsp/ccquality00/ccqual.htm.*

OVR-2. What is a Quality Rating and Improvement System (QRIS), and what does it accomplish?

A QRIS is a method to observe, assess, rate, and improve the quality of child care programming and to communicate the level of child care quality to parents and families as they choose early care and

education settings. A QRIS defines quality indicators and provides a framework of accountability for child care programming. Networks and collaborations are made available to child care providers to provide support and technical assistance, including mentoring and coaching, to help programs increase and sustain quality efforts.

YoungStar is a QRIS that includes four key components:

- Training and technical assistance
- Child care observation and rating
- YoungStar Quality Adjustments based on ratings
- Communication to parents regarding the rating system and the importance of quality early education

YoungStar drives quality improvement in child care throughout the state of Wisconsin by supporting providers who want to improve the quality of their care, by creating financial incentives to deliver better services to children, and by giving parents meaningful information to select child care for their children. YoungStar supports ongoing child care quality improvement by linking higher quality care to higher Wisconsin Shares payments, and it helps prevent fraud in the Wisconsin Shares program.

Examples of other states that have achieved enhanced program quality, and thus improved outcomes for children as a result of QRIS, include the states of Oklahoma, Pennsylvania, Missouri, and North Carolina. Specifically, Oklahoma demonstrated improvements in the quality of their subsidized child care program, and Missouri's 2009 study showed improvement in children's social-emotional and early literacy skills. The QRIS National Learning Network has catalogued more detail on the success of QRIS efforts at http://qrisnetwork.org.

In Wisconsin, we have heard from numerous providers who want to share the benefits they have found in YoungStar:

- A cohesive, evidence-based structure for quality improvement
- Support, excitement, and encouragement from Technical Consultants and YoungStar staff
- A vehicle to talk with staff, families, and community members about the importance of our work and the quality improvement process
- Financial support
- Pride in our work
- Affirmation of program quality
- And, most important of all—positive child outcomes!

OVR-6. How do programs accumulate points?

The *YoungStar Quality Indicator Points Detail* documents describe the multiple ways programs can accumulate points. YoungStar has established minimum point requirements in each of four areas (educational qualifications of the Lead Teacher/Group Leader and the Director/Site Supervisor/Family Provider, learning environment and curriculum, business and professional practices, and child health and well-being) to ensure that programs have a balanced approach to quality and are making improvements in all areas of programming, not just in one or two areas.

There are two types of points:

- Those that are *required* to earn certain star levels
- Those that are *optional* and add to the overall point total

The *Points Detail* documents give the *required* minimum points for 3, 4, and 5 Star ratings in each of the four categories. The *Points Detail* also lists many *optional* quality indicators programs can choose from to earn additional points in those areas.

Points Detail documents are available here:

> Family: http://dcf.wisconsin.gov/files/youngstar/pdf/point-detail/2016-point-detail/point-detail-family-2016.pdf
> Group: http://dcf.wisconsin.gov/files/youngstar/pdf/point-detail/2016-point-detail/point-detail-group-2016.pdf
> School-Age: http://dcf.wisconsin.gov/files/youngstar/pdf/point-detail/2016-point-detail/point-detail-schoolage-2016.pdf
> Day Camps: http://dcf.wisconsin.gov/files/youngstar/pdf/point-detail/2016-point-detail/point-detail-daycamp-2016.pdf

OVR-7. What areas of a program are rated?

The criteria that programs must meet to earn certain star levels are research-based indicators linked to quality and include:

- Lead Teacher/Group Leader and Director/Site Supervisor/Family Provider Educational Qualifications
- Learning Environment & Curriculum
- Business & Professional Practices – including business practices, staff benefits, and family involvement
- Child Health and Well-Being

Learn more about these criteria in the Points Detail documents listed above or in the comprehensive *Evaluation Criteria* documents:

> Family: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-group.pdf
> Group: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-group.pdf
> School-Age: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-schoolage.pdf
> Day Camps: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-daycamp.pdf

Answers about YoungStar Evaluation Criteria: Educational Qualifications

EDU-1. How important is education in our profession?

Research indicates that providers with higher levels of education are associated with higher quality care. Many studies can be found that testify to this association, including:

- *The Carolina Abecederian Project,* Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill (1999): http://www.fpg.unc.edu/~abc/ells-04.pdf.
- National Center for Early Development and Learning, 1995, NIEER Working Paper - *The Impact of Teacher Education on Outcomes in Center-Based Early Childhood Education Programs: A Meta-analysis*, by Pamela Kelley and Gregory Camilli (2007): http://nieer.org/research-report/the-impact-of-teacher-education-on-outcomes-in-center-based-early-childhood-education-programs-a-meta-analysis
- *Child Care & Early Education Research-to-Policy Connections, No. 3: Impact of Training and Education for Caregivers of Infants and Toddlers,* by J. Lee Kreader, Daniel Ferguson, Sharmila Lawrence, 2005: http://www.nccp.org/publications/pub_625.html.
- Adams, D.B., Roach, M.A., Riley, D.A., and Edie, D. (2002). *Wisconsin Child Care Research Partnership Issue Brief No. 9: What is the relationship between child care directors and*

quality? University of Wisconsin-Extension: Madison, Wisconsin: http://www.sohe.wisc.edu/outreach/wccrp/pdfs/brief9.pdf.

Research demonstrates the value of credit-based instruction, and other states with quality rating and improvement systems confirm that education is linked to higher quality early care and education settings, which lead to improved outcomes for children.

EDU-2. How can I further my education?

YoungStar continues to collaborate with institutions of higher learning to make it as convenient as possible to take credit-based coursework, including fully online courses. If you have not yet completed any credit-based instruction, you may begin professional development planning that supports completion of credits and over time build into credentials and/or degrees. The Wisconsin Early Childhood Association (WECA) offers free Professional Development Counseling to help child care and school-age providers create customized plans for professional development. WECA Professional Development Counselors understand the strengths you bring to your profession and the challenges you face and will work with you to design a professional development plan that fits your needs.

For more information on WECA's free Professional Development Counseling service:

- Go to http://wisconsinearlychildhood.org/programs/PDcounseling/, or
- Call 1-800-783-9322, and select option 3 when prompted.

WECA can also help you:

- Learn about *T.E.A.C.H. Early Childhood® Wisconsin Scholarships* to help you pay for credit-based coursework: http://wisconsinearlychildhood.org/programs/teach/
- Explore *credit for prior learning* (*CPL*) opportunities to determine if your experience and previously completed, non-credit, specialized training can translate into credits: http://wisconsinearlychildhood.org/programs/teach/CPL/

To learn more about the Early Childhood Education program in the Wisconsin Technical College System, check out:

- http://www.wistechcolleges.org/explore-careers/program/early-childhood-education
- http://www.wistechcolleges.org/explore-careers/program/early-childhood-education (ONLINE)

Wisconsin's institutions of higher education (IHEs) want to support your success and have created innovative methods of coursework delivery to support the early care and education workforce, including evening, accelerated, hybrid, and on-line classes, in addition to credit for prior learning opportunities and community-based delivery of coursework. WECA offers an interactive map to help you discover early childhood continuing education and degree opportunities across Wisconsin, offered by technical colleges, private colleges, and public universities:

http://wisconsinearlychildhood.org/programs/teach/wisconsin-universities-colleges/

The Registry Credentials can be stepping stones to advancement in the early care and education field. These credit-based programs are focused on job-specific skills so students can apply the practical knowledge they've learned to their current positions. Plus, for providers interested in obtaining associate's or bachelor's degrees, credentials can be the foundation for future credit-based instruction. Accredited technical colleges and universities located throughout the state of Wisconsin offer credential coursework. To learn more about the following Registry Credentials, go to:

https://www.the-registry.org/Credentials/Overview.aspx

<u>*The Registry Credentials*</u>
Administrator
Afterschool & Youth Development
Family Child Care
Inclusion
Infant Toddler
Leadership
Preschool
Program Development

EDU-3. What is the relationship between YoungStar and The Registry?

Wisconsin child care and school-age providers, teachers, and directors/supervisors have their educational qualifications verified by The Registry, Wisconsin's Recognition System for the Childhood Care and Education Profession:

> http://www.the-registry.org

<u>*Career Level Certificate*</u>

The Registry awards a certificate verifying that entry-level and continuing education requirements defined by the Department of Children and Families have been met. The certificates list each recipient's unique education and training background and provide a tool for demonstrating her or his qualities, strengths, and professionalism. Training and education are represented by 17 Registry Career Levels. Each of the staff qualifications identified in YoungStar is equivalent to a Registry Career Level. See The Registry Career Levels at:

> http://www.the-registry.org/Portals/0/Career%20Levels%209-2014.pdf

In order to earn more than a 2 Star rating, and in order to be assigned as a YoungStar Lead Teacher/Group Leader or Director/Site Supervisor on The Registry Program Profile, lead staff must have a Career Level Certificate.

<u>*Program Profile*</u>

Programs that want to earn higher than a 2 Star will be required to complete a Registry Program Profile. Instructions for doing this are available at http://www.the-registry.org/ProgramProfile/Overview.aspx and in the "Application and Participation" section of this FAQ. If additional help is needed, providers can call Bridget Benson at the Child Care Information Center (1-800-362-7353).

<u>*Verification*</u>

The Registry verifies individual staff educational qualifications and training accomplishments using credit-based instruction transcripts and other training verification materials. All training is quantified by core knowledge areas (CKAs) as defined by the National Association for the Education of Young Children (NAEYC, at http://www.naeyc.org/) or Child Development Associate (CDA) Credential ™ content areas as defined by the Council for Professional Recognition (http://www.cdacouncil.org/).

In order to earn points within the YoungStar educational qualifications indicator, the educational qualifications of Lead Teachers/Group Leaders and the Director/Site Supervisor must be verified by The Registry. This process requires a Registry Career Level for each Lead Teacher/Group Leader and the assignment of each Lead Teacher/Group Leader to a classroom/group within the Program Profile. The same process applies for licensed and certified family child care providers wishing to receive points in the Provider Qualifications category.

Licensing staff, technical assistance providers, and observation raters:

- Verify that each reported child care and school-age staff member is currently employed at an individual program
- Identify a Lead Teacher/Group Leader for each classroom/group

EDU-4. Is it a requirement to renew The Registry Certificate each year?

No, it is not a requirement to renew a Registry Certificate each year **_if_**:

- The staff education and training have *not* changed, and
- The staff who are in the Program Profile have been awarded a Registry Career Level based on the 2009 Career Levels.

However, if a staff member obtains further education or training, s/he needs to renew her/his Registry Certificate to have it count for YoungStar points. So, if a staff member advances her/his education to a level that would change her/his Career Level or has taken training for which YoungStar points are awarded, it is necessary for that individual to renew the Career Level Certificate to include the new training and education.

A program must ensure that The Registry Program Profile is continuously accurate to ensure the program's YoungStar rating – and by association the Wisconsin Shares payment level to families – is accurate. The Registry Program Profile is used for the determination of education and training quality indicator points for a program, so it is important the Program Profile is based on current staffing. When staffing changes occur, it is the program's responsibility to update The Registry Program Profile in an accurate and timely fashion, to avoid incorrect Wisconsin Shares payments to families.

EDU-5. Do qualifications for the Lead Teacher/Group Leader and the Director/Site Supervisor have to be in early childhood education?

For child care programs, the credits, credentials, and degrees identified for Lead Teachers and Directors must be related to early childhood education as determined by The Registry. For school-age programs, the credits, credentials, and degrees of Group Leaders and Site Supervisors could also be related to school-age care.

Note: YoungStar materials will mention "an Associate's Degree in a related area." For YoungStar, the **equivalent** to a "**related Associate's Degree**" is **60 credits beyond high school** with at least **30 of those credits related** to early childhood or school-age care.

EDU-6. I am currently completing a credit-based educational program. Does this count toward YoungStar points?

Credits that have been *completed and verified* by The Registry are used when determining educational qualification points. Credits that are in progress do not count for YoungStar points *until* they are completed and verified by The Registry.

EDU-7. I have a DPI license and was told by licensing that I was not required to have a current Registry certificate. Do I have to get a current certificate for YoungStar?

Yes, if you would like your education to count within a program's YoungStar rating. An example of this would be a 4K collaborative program (a program where 4K is offered in a child care setting), with the 4K program taking place in the morning and a four-year-old center-based program taking place in the

afternoon. The teacher who provides both 4K and alternate hours of child care must have a Registry Career Level Certificate processed after Jan. 1, 2009, if the program intends to have the teacher's educational qualifications count toward points in YoungStar.

EDU-8. Who is considered the "Lead Teacher/Group Leader" when calculating YoungStar education points?

For each classroom/group listed in The Registry Program Profile, *only one* individual's educational qualifications are considered, according to *Maintaining Your Registry Program Profile*:

> Lead Teachers or Group Leaders
>
> A. The person who is teaching for the greatest number of hours **between the hours of 6 AM and 6 PM** in a given classroom (or with a given group) should be listed as the Lead Teacher or Group Leader on the Registry Program Profile.
> B. If two or more people work an equal number of hours between the hours of 6 AM and 6 PM, either person can be listed as the Lead Teacher or Group Leader on The Registry Program Profile.
>
> http://dcf.wisconsin.gov/files/youngstar/pdf/keep-program-profile-updated.pdf

Therefore, the teacher who spends the most number of hours in the classroom (or with the group) would be the individual associated with that classroom/group in The Registry Program Profile.

EDU-9. Who is the Lead Teacher/Group Leader when two staff members share a classroom/group?

When looking at Lead Teacher/Group Leader qualifications for classrooms/groups within a program, the Lead Teacher/Group Leader who spends the greatest number of hours each week in the classroom (or with the group) should be identified on The Registry Program Profile as the YoungStar Lead Teacher/Group Leader. If two teachers spend equal amounts of time in a classroom (or in a group), the Director/Site Supervisor may choose which teacher to assign as the Lead Teacher/Group Leader for YoungStar education points. This choice must be reflected in the program's Registry Program Profile.

EDU-10. How is the education of a teacher counted if s/he works in more than one classroom or with more than one group? Can this teacher's educational qualifications be attached to every classroom/group in which s/he teaches?

A teacher's educational qualifications can only be attached to a *single* classroom/group, within a *single* program. The total number of classrooms/groups is used in determining the overall educational qualifications of teaching staff.

A percentage formula of Lead Teachers/Group Leaders and classrooms/groups determines the number of points awarded to the program, as shown in the *YoungStar Evaluation Criteria*:

> Group:
> http://www.dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria/2016_eval_criteria/2016-ys-evaluation-criteria-group.pdf
> School-Age:
> http://www.dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria/2016_eval_criteria/2016-ys-evaluation-criteria-schoolage.pdf
> Day Camp: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-daycamp.pdf

For example, Lead Teachers/Group Leaders with 6 credits in 50% of the classrooms/groups = two YoungStar points awarded.

EDU-11. Can one person serve as both Director (or Site Supervisor or Camp Director) and Lead Teacher (or Group Leader or Counselor)?

The following rule applies:

For YoungStar, the person who is designated as the Director/Site Supervisor shall be on-site for at least *25%* (for *Group and School-Age* programs) or *50%* (for *Day Camp* programs) of the total number of hours s/he works for the program and shall have the following responsibilities:

1. Supervision of the planning and implementation of the programming for children
2. Supervision of the staff at the program/site
3. Staff meetings and orientation
4. Continuing education for the staff

The following variations will be allowed to the rule above:

- **Centralized administration:** if the program is administrated outside the center/site, the program may ask for a variation from the typical YoungStar staffing requirements. Responsibilities 1 and 2 (listed above) must be performed by a person who is on-site at the center/site for at least *25%* (for *Group* and *School-Age* programs) or *50%* (for *Day Camp* programs) of the total number of hours s/he works for the program. Responsibilities 3 and 4 may be performed by a person or persons who are located off-site.

  In these cases of centralized administration, the program has two options:

  - Option 1: List a person from the administrative office who fulfills responsibilities 3 and/or 4 as the Director/Site Supervisor.
  - Option 2: List the person who is on-site performing responsibilities 1 and 2 as the Director/Site Supervisor. **If the program wants to choose this option and the person listed as the Director/Site Supervisor is also a Lead Teacher/Group Leader, the rules for Dual-Role (below) must be followed.**

- **Dual-role:** *group programs that are licensed for __30 or fewer__ children* or **school-age/day camp sites** *that are licensed for __50 or fewer__ children* may, in the following limited circumstances, have a Director/Site Supervisor who also is listed as a Lead Teacher/Group Leader in the Program Profile:

  - **To be eligible to earn 3 Stars:** The person in the dual-role has *25%* (for *Group* and *School-Age* programs) or *50%* (for *Day Camp* programs) of the time the program is open devoted to the responsibilities of the Director/Site Supervisor **AND** child-to-staff ratios must follow licensing requirements for licensed group centers. For example, if a *group* program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 10 hours per week. The dual-role Director/Site Supervisor must also meet the educational qualifications for a 3 Star rating.

    Note on Day Camps: Day camp sites are eligible to earn up to 3 Stars through rating by YoungStar; to earn 4 or 5 Stars, day camps would need to be accredited by the American Camp Association (ACA, at http://www.acacamps.org/accreditation).

  - **To be eligible to earn 4 Stars:** The person in the dual-role has *37.5%* of the time the *Group* or *School-Age* program is open devoted to the responsibilities of the Director/Site Supervisor **AND** child-to-staff ratios must follow licensing requirements for licensed

group centers. For example, if a *group* or *school-age* program is open 40 hours per week, the person in the dual-role would have to be in the Director role for 15 hours per week. The dual-role Director/Site Supervisor must also meet the educational qualifications for a 4 Star rating.

- o **To be eligible to earn 5 Stars:** A full-time dedicated Director/Site Supervisor must be in place, who meets the educational qualifications for a 5 Star rating.

For more information, see the "Education and Training" section of the *YoungStar Evaluation Criteria*:

> Group:
> http://www.dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria/2016_eval_criteria/2016-ys-evaluation-criteria-group.pdf
> School-Age:
> http://www.dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria/2016_eval_criteria/2016-ys-evaluation-criteria-schoolage.pdf
> Day Camp: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-daycamp.pdf

Note: The person serving as the Director/Site Supervisor/Camp Director may step in to help with Lead Teacher/Group Leader/Counselor responsibilities if a staff member is ill, during staff break/meal times, when special programming or activities require more adults to be in the room or area used by children, or for emergencies.

EDU-12. How does YoungStar calculate education points for programs that operate more than one shift?

When looking at Lead Teacher/Group Leader/Family provider qualifications for a program, the Lead Teacher/Group Leader/Family provider who spends the greatest number of hours each week **between the hours of 6 AM and 6 PM** in the classroom/group/program should be identified on The Registry Program Profile as the YoungStar Lead Teacher/Group Leader/Family Provider. If two teachers spend equal amounts of time in a classroom/group, the Director/Site Supervisor may choose which teacher to assign as the Lead Teacher/Group Leader for YoungStar education points. This choice must be reflected in the program's Registry Program Profile.

In group centers, YoungStar bases these calculations on the number of *physical classrooms* (*not* shifts) that are available within a program, and programs should identify the teachers who spend the most time in those *physical classrooms* as the Lead Teachers. For example, if a program has the "Blue Group" in Classroom A from 8 AM to 2 PM and the "Red Group" in Classroom A from 2 PM to 7 PM, only one teacher will have to be identified as the Lead Teacher for Classroom A, even if there are two different teachers who teach in that physical space.

EDU-13. How do changes in the educational qualifications of staff affect YoungStar ratings?

Programs are given a YoungStar rating based upon staffing levels *at the time of the rating*.

Decrease in Educational Qualifications

In YoungStar, if a staff member leaves and the departure negatively affects the YoungStar rating because of a decrease in educational points, a program has 90 calendar days as a grace period to find a replacement with comparable educational qualifications and assign them to the Program Profile, before the lower rating is activated at the local YoungStar office. YoungStar provides this courtesy to each program ***once*** per calendar year, even if a program continually experiences staffing changes.

Increase in Educational Qualifications

If a staff member's education level increases enough to move the program up a star rating, the YoungStar rating will change once the *individual's* Registry Career Level Certificate is updated and the required documentation has been provided to the local YoungStar office. If the individual is not due to renew her or his Registry Membership, they can choose to wait until renewal is due (which will also mean waiting for the YoungStar rating to change) or submit the earned credits/degree to be processed separately at The Registry.

The Registry Program Profile

Programs are expected to update staffing changes (among lead staff) in their Registry Program Profiles (http://www.the-registry.org/ProgramProfile/Overview.aspx) as soon as they happen. Staffing information needs to be up-to-date and accurate, as this information is used to determine a portion of the program's YoungStar rating, which in turn ensures accurate Wisconsin Shares payments to families. As local YoungStar office staff (both Technical Consultants and Rating Observers) visit a program, they verify the number of active classrooms/groups and the YoungStar Lead Teacher/Group Leader attached to each classroom/group, and compare that to the details of the Program Profile.

If the educational qualifications of a program change enough to affect the star rating (either from staff turnover or changes in Career Levels), the new rating does not become public (in other words, is not published on the website) until the program's Technical Consultant approves the rating in the Case Management System.

EDU-14. How will YoungStar support my professional development, to help my program move from 2 Stars to 3 Stars?

You know how important a high-quality child care program is for children's development and learning. And YoungStar recognizes that YOUR development and learning is vital to the quality of your program. The following table lists the statewide agencies that provide YoungStar professional development support, to help you build a 3 Star program:

Agency Name	Website for Professional Development Support	Phone Number
Child Care Information Center (CCIC)	http://www.ccic.dcf.wi.gov/index_education	800.362.7353
The Registry	https://www.the-registry.org/myregistry/	608.222.1123
Supporting Families Together Association (SFTA)	http://supportingfamiliestogether.org/early-care-education-professionals/sharpen-your-professional-skills/	888.713.KIDS
Wisconsin Early Childhood Association (WECA)	http://wisconsinearlychildhood.org/programs/PDcounseling/	800.783.9322
YoungStar	http://dcf.wisconsin.gov/youngstar/providers/resources	800.362.7353

The following list demonstrates the multitude of supports available to you on your professional development journey. You may skim this list to find options that interest you, or contact one of the agencies listed above for help in navigating your options:

- Use YoungStar Tip Sheets to learn how your program can progress from 2 Stars to 3 Stars:

  - Group Child Care: http://dcf.wi.gov/youngstar/pdf/star_progression_group.pdf
  - Family Child Care: http://dcf.wi.gov/youngstar/pdf/star_progression_family.pdf

- Reflect on your goals for learning—where you are, where you want to go, and how you want to get there:

  - WECA's *Professional Development Support Questionnaire*: http://wisconsinearlychildhood.org/programs/youngstar/professional-development-questionnaire/

  - YoungStar's *Creating a Professional Development Plan*:
    - Instructions: http://dcf.wisconsin.gov/youngstar/pdf/creating_a_pdp_for_gcc_and_fcc.pdf
    - Family Child Care Provider: http://dcf.wisconsin.gov/youngstar/pdf/fcc_pdp_provider.pdf
    - Group Child Care – Lead Teacher: http://dcf.wisconsin.gov/youngstar/pdf/gcc_pdp_lead_teacher.pdf
    - Group Child Care – Director: http://dcf.wisconsin.gov/youngstar/pdf/gcc_pdp_director.pdf
    - Getting started: http://wisconsinearlychildhood.org/assets/Documents/Developing-a-Professional-Development-Plan-handout.pdf
    - Worksheet: http://wisconsinearlychildhood.org/assets/Documents/PD-plan-handout-for-workshop.pdf

- Discuss your ideas with other child care professionals:

  - Talk with a WECA Professional Development Counselor, who can offer you free, over-the-phone support in your search for further learning options and possible financial resources: http://wisconsinearlychildhood.org/programs/PDcounseling/

  - Request Technical Assistance from a YoungStar Technical Consultant, who can help you develop a Quality Improvement Plan and receive a micro-grant:

    - Your Local YoungStar Office: http://dcf.wisconsin.gov/youngstar/program/localoffice
    - Information on micro-grants:
      - http://dcf.wisconsin.gov/youngstar/pdf/microgrants.pdf

  - Explore free services provided by the staff of the CCIC: http://www.ccic.dcf.wi.gov/index_education

    - Get navigation support for The Registry and YoungStar websites.
    - Borrow books, videos, posters, and other resources.
    - Obtain learning packets customized for your needs, as well as materials for staff or parents.

- Outline your personal professional development plan with help from WECA:

  - *Journey to Quality*: http://wisconsinearlychildhood.org/assets/Documents/JTQ.pdf

  - *Developing a Professional Development Plan*: http://wisconsinearlychildhood.org/assets/Documents/Developing-a-Professional-Development-Plan-handout.pdf

- - *My Professional Development Plan*: http://wisconsinearlychildhood.org/assets/Documents/PD-plan-handout-for-workshop.pdf

- Search for professional development opportunities in your area, often at low or no cost:

  - YoungStar Regional Training Calendar: http://supportingfamiliestogether.org/wp-content/uploads/Annual-Training-Calendar.pdf

  - Your Local YoungStar Office: http://dcf.wisconsin.gov/youngstar/program/localoffice

  - The Registry's Statewide Training Calendar (T-NET Training Network): https://www.the-registry.org/myregistry/default.aspx

  - CCIC Education and Training Opportunities: http://www.ccic.dcf.wi.gov/index_education

  - Wisconsin Model Early Learning Standards (WMELS) Training Opportunities: http://www.collaboratingpartners.com/wmels-training-opportunities.php

  - Wisconsin Pyramid Model Training Opportunities: http://www.collaboratingpartners.com/social-emotional-competence-sefel-training-opportunities.php

  - WECA Child Care Training (including free online trainings—Child Care Business Practices Tutorial and Cultivating Childhood Wellness Through Gardening): http://wisconsinearlychildhood.org/training/

  - SFTA:
    - Training, Professional Development, Conferences, On-Site Consultation, and Networking: http://supportingfamiliestogether.org/early-care-education-professionals/sharpen-your-professional-skills/
    - Your Local Child Care Resource & Referral (CCR&R) Agency: http://supportingfamiliestogether.org/member-directory/

  - Suspected Child Abuse and Neglect Mandated Reporter Training (SCAN-MRT) (free and online): http://wcwpds.wisc.edu/related-training/mandated-reporter/Default.aspx

  - Darkness to Light (Stewards of Children) Training (online training is $10 per person): http://www.d2l.org/site/c.4dICIJOkGcISE/b.6242551/

- Find the universities and colleges closest to you that offer early childhood continuing education and degree opportunities:

  - Public Universities, Private Colleges, and Technical Colleges in Wisconsin: http://wisconsinearlychildhood.org/programs/teach/wisconsin-universities-colleges

- If you live in the area served by Milwaukee Area Technical College (MATC), check out the free courses that can support your growth from 2 Stars to 3 Stars and may even help you earn academic credit through your on-the-job experiences:

  - http://www.matc.edu/matc_news/2012_WECAClasses.cfm
  - http://www.winsforchildrenwi.org/cms-assets/documents/87084-6144.final-early-childhood-english-flyer2.pdf

- Put your on-the-job training and experiences towards college credit in the Credit for Prior Learning system: http://wisconsinearlychildhood.org/programs/teach/CPL

- Obtain a scholarship through T.E.A.C.H. Early Childhood® Wisconsin: http://wisconsinearlychildhood.org/programs/teach/

- Find out if you're eligible for a REWARD Wisconsin Stipend: http://wisconsinearlychildhood.org/programs/reward/

As you learn and grow—and help the children in your care learn and grow—please know that YoungStar staff throughout the state stand ready to assist you in taking advantage of these opportunities!

> **Answers about YoungStar Evaluation Criteria:**
> **Learning Environment & Curriculum, Business & Professional Practices, Health & Well-Being**

Learning Environment and Curriculum

LRN-1. Are we required to use a certain curriculum?

No. One optional point is available for aligning a program's curriculum with the Wisconsin Model Early Learning Standards (WMELS) or School-Age Curricular Framework (SACF) but _neither is considered a curriculum_. This can be confusing (especially since the SACF is a "curricular" framework), so perhaps the following distinction will help:

- WMELS and SACF *define expectations* for what children should *know and be able to do*.
- On the other hand, a curriculum *describes what children need to learn* to meet these expectations and *reflects the practices* that support children's learning and development.

Additional optional points are available for demonstrating the use of individual child portfolios and for using intentional planning and tracking to improve individual child outcomes. These items can be aligned with *many* different curricula.

LRN-2. I heard that the Wisconsin Model Early Learning Standards training has been updated. Will I have to receive new training?

If you participated in the full 15- to 18-hour training in the past, and that training was delivered through an approved WMELS trainer, this training will continue to be recognized by YoungStar. You will therefore not have to receive new training.

LRN-3. Is the purpose of YoungStar to get children ready for the public school system?

One goal of the public school system is to socialize children into mainstream society, which requires some standardization of practice. But in their very early years, young children need consistency between in-home and out-of-home care in order to thrive. Parents need a wide range of child care choices to find one that fits well with their child's individual personality and their own values. YoungStar builds on the goal of child care licensing and certification to set quality standards but *not* to aim for standardization. It promotes research-based best practices while offering *many* alternative ways to earn points for quality.

LRN-4. What are some good resources to help my program take advantage of the outdoors?

Not surprisingly, you can find such resources right here in Wisconsin:

- Although some parents are concerned about their children being outside in cold weather, the Schlitz Audubon Nature Center in Milwaukee (http://www.sanc.org/) says, "There is no such thing as bad weather, just bad clothing choices."
- The Merrimac Community Charter School in Sauk City has a wonderful garden, with students being involved in gardening *and* artwork: https://www.facebook.com/pages/Merrimac-Community-Garden/144422082250422. (FYI: A lot of micro-grant dollars are being used by programs for gardening.)
- Pam Boulton at UW-Milwaukee (http://www4.uwm.edu/sce/instructor.cfm?id=15385) is a trailblazer in the field of early childhood environmental education.
- Another good person to talk with would be Carrie Morgan at the DNR (Environmental Education for Kids website: http://dnr.wi.gov/org/caer/ce/eek/).

Business and Professional Practices

BUS-1. How will I know when I have met the criteria for each of the Business and Professional Practices indicators?

YoungStar specifics for each quality indicator used to evaluate programs can be found in the *Evaluation Criteria*:

Family: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-family.pdf
Group: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-group.pdf
School-Age: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-schoolage.pdf
Day Camps: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-daycamp.pdf

Questions about these documents should be directed to your YoungStar Technical Consultant.

BUS-2. Where can I find support to help me develop my Business and Professional Practices?

Your YoungStar Technical Consultant will be able to help you or refer you to someone who can. In addition, there are trainings available throughout the state—check out the Incentives, Training & Technical Assistance, and Micro-Grants section of this FAQ to find trainings.

If you are interested in exploring this topic on your own, YoungStar provides several resources:

- In the "Business and Professional Practices" section of the YoungStar Providers' "Resources for Providers" webpage, you can find policy checklists, small business resources, sample contracts, and more:

  http://dcf.wisconsin.gov/youngstar/providers/resources

  Policy Checklists:

  Group, School-Age, and Day Camp Programs:
  http://dcf.wisconsin.gov/youngstar/pdf/policy_checklist_group.pdf

  Family Child Care Programs:
  http://dcf.wisconsin.gov/youngstar/pdf/checklist_family_child_care_policies.pdf

- The Resources for Providers webpage also provides a link to Tom Copeland's blog about running a family child care business, including information on record-keeping, taxes, contracts, legal issues, insurance, money management, and retirement planning: http://tomcopelandblog.com/

- Also, there is a special YoungStar webpage for budget, tax, and record-keeping support materials: http://dcf.wisconsin.gov/youngstar/budget.htm

- The Wisconsin Early Childhood Association (WECA) has a free, self-paced, online training on business practices: http://wisconsinearlychildhood.org/free-online-child-care-training-business-practices-tutorial/

BUS-3. How do part-time programs meet the same quality criteria as full-time programs, in terms of staff benefits, etc.?

Part-time programs need to meet a *prorated* level of benefit, based on the amount of time the program is available compared to full-day programs.

BUS-4. If my program is part of a larger organization and I don't have an individual program site budget, can I still earn the point for having a budget?

Yes. If your program is part of a larger organization like a corporation or large non-profit, you may still earn the point for having a budget if you can show the YoungStar rater the required elements of the point within the organization's larger budget. All information that is irrelevant to YoungStar can be blacked out in the budget.

BUS-5. If I use parent satisfaction surveys, can I receive a YoungStar point for Family Involvement?

Family surveys *alone* (with no follow-up) would *not* earn you a point. Using the results of a family survey and developing family involvement opportunities that reflect the needs of children and their families can help you earn points within the Business and Professional Practices indicator area. Specific policies and practices that reflect parental input into the program's operations play a key role in the determination of points awarded. You can learn about these specific policies and practices (and the number that need to be in place to earn 1 or 2 points) in the *YoungStar Evaluation Criteria*:

Family: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-family.pdf
Group: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-group.pdf
School-Age: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-schoolage.pdf
Day Camps: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-daycamp.pdf

Child Health and Well-Being

H&W-1. Are there any requirements for staff training in special education?

There are no requirements; however, YoungStar gives one to two optional points to programs if a percentage of staff has either The Registry Inclusion Credential or Wisconsin Pyramid Model training. Each program's detailed point rating is available on the YoungStar search site, and families can access these details to see if those optional points have been earned. Child Care Resource and Referral Agencies

can now refer parents to child care, school-age programs, and day camps appropriate for their children with special needs.

For more resources on Early Childhood Inclusion, visit
http://www.dcf.wisconsin.gov/youngstar/eci/default.htm

H&W-2. Are programs that are trained to serve children with physical, developmental, or social and emotional special needs eligible to receive increased points?

Programs that complete training in inclusive child care and supporting children's optimal development can receive points. Points may be earned if staff complete specialized training including the Inclusion Credential, inclusion training with documentation of competencies targeted, and/or training on the Wisconsin Pyramid Model, Positive Behavioral Interventions and Supports (PBIS), Guiding Children's Behavior in School-Age Programs, or Tribes® TLC.

Note on the Wisconsin Pyramid Model and PBIS: The Wisconsin Pyramid Model is aligned with the PBIS model. Both models provide a multi-level system of support and a developmentally appropriate, evidence-based framework to promote social and emotional competence in children. Both models offer guidance for all children at the universal level with more intensive interventions for children needing targeted and individualized support. However, the Wisconsin Pyramid Model focuses on young children ages birth to 5, while PBIS is often used in public schools.

Wisconsin Pyramid Model: http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php
PBIS: http://www.wisconsinpbisnetwork.org/

For more resources on Early Childhood Inclusion, visit
http://www.dcf.wisconsin.gov/youngstar/eci/default.htm

H&W-3. Are programs that serve healthy meals and snacks, but do not participate or are not eligible to participate in the CACFP, eligible to receive a YoungStar point?

Yes, programs demonstrating that daily nutritional meals and snacks are served to children can receive this point. The program can demonstrate that it provides well-balanced meals and snacks daily through three months of menus. Further proof may be required in some instances.

The program must also have policies and procedures to address children's allergies and accommodate dietary restrictions. This requirement applies even if there are no children in care with allergies or dietary restrictions.

H&W-4. What happens to programs that have their CACFP participation revoked or suspended?

If a program has its CACFP participation revoked or suspended, the program will lose this point for the rest of the program's current YoungStar rating cycle. The program will be eligible to earn the point again upon its next YoungStar Contract Renewal and rating if the program can demonstrate three months of healthy meals and snacks and can meet the allergy policy requirements described in the previous question.

However, programs will *not* automatically lose this point if they move in and out of CACFP simply because of changes in the enrollment of eligible children.

H&W-5. Does my program need both an internal coach and an external coach for implementation of the Wisconsin Pyramid Model?

Ideally a program would have:

- An internal coach – someone within a program who is competent with the Pyramid Model and available to support its program-wide leadership team and teachers, and
- Access to an external coach.

To find a Wisconsin Pyramid Model external coach in your area, please visit the Wisconsin Early Childhood Collaborating Partners (WECCP) webpage on the Wisconsin Pyramid Model, and go to the "Find a Trainer" tab:

http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php

H&W-6. What courses count for the Strengthening Families/Darkness to Light Training indicator (D.1.4)?

Below is a list of courses that are accepted for this YoungStar point:

50% of the staff and the Director have one of the Registry-verified trainings/equivalencies listed below

- Strengthening Families Through Early Care and Education: Building Protective Factors with Families

- Family Service Credential

- Touchpoints Birth to Three: Your Child's Emotional and Behavioral Development

- Development-approved equivalent that demonstrates knowledge of protective factors

Director and an individual from every classroom must have one of the Registry-verified trainings listed below

- Darkness to Light (administered by a *PDAS-approved trainer*—a trainer approved by the Professional Development Approval System)

- Completion of course 10-307-167 ECE: Health, Safety, and Nutrition at a WI Technical College

For ratings occurring on or after January 1, 2016, YoungStar will no longer accept Department-approved Child Abuse and Neglect Prevention (CANP) training to meet the requirements of indicator D.1.4. Programs that earned a point for D.1.4 due to having 100% of Lead Teachers/Director with CANP training will no longer earn that point when they are rated in the 2016 rating year unless the program has staff with qualifications to meet the other training options in indicator D.1.4.

Answers: School-Age Programs
(These questions are excerpted from the comprehensive YoungStar FAQ, and their numbers remain the same.)

SCH_AGE-13. How is curriculum planned and delivered in programs serving school-age children, and how does assessment occur?

Specific training has been created by the Wisconsin Afterschool Network, covering the School-Age Curricular Framework. This training covers developmentally appropriate practice and standards for

serving children in school-age programs. The training also includes information about selecting curriculum as well as program and child assessment resources specifically developed for school-age children.

Information about the School-Age Curricular Framework, as well as other school-age resources, can be found at:

http://dcf.wisconsin.gov/youngstar/providers/resources

http://www.wiafterschoolnetwork.org/

SCH_AGE-17. What does "regular attendance" in school-age programs mean?

The definition of "regular attendance" depends on the number of hours a week a program is open, as follows:

- If the program is open 40 hours per week or fewer, to be in "regular attendance" means that the child attends the program 50% or more of the hours the program is open for that child's age group. For example, if a program is open 25 hours per week, the "child in regular attendance" would attend 12.5 hours or more per week.
- If the program is open more than 40 hours per week, to be "in regular attendance" means a child attends 20 hours per week or more. For example, if the program is open for 45 hours per week, the "child in regular attendance" definition would be 20 hours or more per week.

YoungStar recognizes that some school-age programs have different operating schedules based on the time of year, and when operating schedules change, these same rules apply. For example, if the program were to adjust its hours to being open for 40 hours per week in the summer, children considered to be in regular attendance in the summer would be those attending 20 hours or more per week.

In most cases, YoungStar quality indicators apply to the entire program and hence to all the children in the program. However, some YoungStar quality indicators may have exceptions for children who are not in regular attendance. If the quality indicator has an exception for children who are not in regular attendance, this is clearly stated.

> **Answers: Day Camps**
> *(These questions are excerpted from the comprehensive YoungStar FAQ, and their numbers remain the same.)*

CAMP-12. How is curriculum planned and delivered in day camps, and how does assessment occur?

Day camp programs use a curriculum aligned with the School-Age Curricular Framework (SACF) or the Wisconsin Model Early Learning Standards (WMELS). This means the SACF or WMELS is implemented for the curriculum/programming for all children in all groups.

Specific training has been created by the Wisconsin Afterschool Network for the School-Age Curricular Framework. This training covers developmentally appropriate practice and standards for serving children in school-age programs and will therefore most likely be useful for day camp programs. The training also includes information about selecting curriculum as well as program and child assessment resources specifically developed for school-age children.

Information about the School-Age Curricular Framework, as well as other useful resources, can be found at:

http://dcf.wisconsin.gov/youngstar/providers/resources

CAMP-14. What does "regular attendance" in day camp programs mean?

The definition of "regular attendance" depends on the number of hours a week a program is open, as follows:

- If the program is _open 40 hours per week or fewer_, to be in "regular attendance" means that the child attends the program 50% or more of the hours the program is open for that child's age group. For example, if a program is open 25 hours per week, the "child in regular attendance" would attend 12.5 hours or more per week.
- If the program is _open more than 40 hours per week_, to be "in regular attendance" means a child attends 20 hours per week or more. For example, if the program is open for 45 hours per week, the "child in regular attendance" definition would be 20 hours or more per week.

YoungStar recognizes that some day camp programs have different operating schedules based on the time of year, and when operating schedules change, these same rules apply. For example, if the program were to adjust its hours to being open for 40 hours per week in the summer, children considered to be in regular attendance in the summer would be those attending 20 hours or more per week.

In most cases, YoungStar quality indicators apply to the entire program and hence to all the children in the program. However, some YoungStar quality indicators may have exceptions for children who are not in regular attendance. If the quality indicator has an exception for children who are not in regular attendance, this is clearly stated.

Answers: Regulatory Compliance
(These questions are excerpted from the comprehensive YoungStar FAQ, and their numbers remain the same.)

REG-1. What is regulated child care?

"Regulated" means child care is either:

- Certified by the County/Tribe or Milwaukee Early Care Administration (MECA),
- Licensed by the State, **or**
- Operated by a public school board.

Note: _To be reimbursed with Wisconsin Shares funds, providers must be regulated._

Licensed Child Care

Under Wisconsin law, no person may provide care and supervision for four or more children under the age of 7 for less than 24 hours a day unless that person obtains a license to operate a child care program from DCF. This does **not** include:

- A relative or guardian of a child who provides care and supervision for the child
- A public or parochial school
- A person employed to come to the home of the child's parent or guardian for less than 24 hours a day
- A county, city, village, town, public school district, or library that provides programs primarily intended for recreational or social purposes

There are 3 different categories of state licensed child care:

- *Licensed Family Child Care Centers* provide care for up to eight children. This care is usually in the provider's home.
- *Licensed Group Child Care Centers* provide care for nine or more children. These centers are usually located somewhere other than a residence and may be small or large in size.
- *Licensed Day Camps* are seasonal programs that provide experiences for four or more children. These programs usually operate in an outdoor setting.

Find more information on DCF Child Care Licensing at:

http://dcf.wisconsin.gov/cclicensing

Certified Child Care

There is a *voluntary* form of regulation in Wisconsin for those child care programs that are not required to be licensed. This type of regulation is called certification. Counties/Tribes certify child care homes and some school-age child care programs. http://dcf.wisconsin.gov/cccertification is available for those families who wish to receive a http://dcf.wisconsin.gov/wishares, but who do not choose to use licensed care.

Find more information on DCF Child Care Certification at:

http://dcf.wisconsin.gov/cccertification

Exempt from Regulation

Public and private schools that operate early childhood programs are exempt from licensing oversight. These programs are regulated by public school boards and are required to meet the state child care licensing *standards*, even though they are not required to be officially licensed.

Care in the child's own home is also exempt.

Note: Programs operated by private or parochial schools must be licensed in order to receive payments from the Wisconsin Shares Subsidy Program.

REG-2. Is there a relationship between YoungStar and regulation?

Local YoungStar offices and state staff will confirm regulatory compliance through an automated transfer of data from licensing, certification, and the Wisconsin Shares program. Programs out of regulatory compliance cannot move above 1 Star and are not eligible for Wisconsin Shares payments.

Beyond this confirmation of regulatory status, YoungStar functions are independent of regulation.

DCF's child care licensing program promotes the health, safety, and welfare of children in licensed child care. DCF licensing specialists continue to regularly visit child care programs to assure compliance with the child care rules and regulations in *DCF 251: Licensing Rules for Group Child Care Centers* and *DCF 250: Licensing Rules for Family Child Care Centers*, at:

http://dcf.wisconsin.gov/cclicensing

Once regulatory bodies are satisfied with a program's basic conditions of health, safety, and welfare, YoungStar goes above and beyond to support child care programs in offering *high quality* programming. To assist with this goal, DCF contracted with the YoungStar Consortium[1] to provide services through 11

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[1] The YoungStar Consortium is made up of Supporting Families Together Association (SFTA), Wisconsin Early Childhood Association (WECA), and Celebrate Children Foundation (CCF). The Consortium was selected to

local YoungStar offices. These offices adjust staffing to deliver technical assistance, coaching, mentoring, and training to child care programs, as well as conduct YoungStar Technical Ratings and YoungStar Formal Ratings with Observation.

Licensing staff do not determine YoungStar ratings, and simply remaining in regulatory compliance does not give a program any additional YoungStar points. Instead, programs earn YoungStar points by aligning their programs to the quality criteria described in the *Evaluation Criteria* documents:

> Family: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-family.pdf
> Group: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-group.pdf
> School-Age: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-schoolage.pdf
> Day Camps: http://dcf.wisconsin.gov/files/youngstar/pdf/evaluation-criteria/2016-eval-criteria/2016-ys-evaluation-criteria-daycamp.pdf

REG-3. Do regulations require that child care staff have training in order to work with children?

Regulations

> Regulations require all child care providers to have training in:
>
> - Early childhood education
> - Shaken baby syndrome (SBS) prevention
> - Sudden infant death syndrome (SIDS) risk reduction procedures
> - Infant/child cardiopulmonary resuscitation (CPR) and automated electronic defibrillator (AED) procedures
>
> Child care teachers in group child care centers need additional early childhood training, and group child care center directors and administrators and family child care providers need training in the business-related aspects of operating a business. Group child care teachers and center directors also need to have experience in a licensed program before beginning to work in a program.

YoungStar

> YoungStar goes above and beyond licensing requirements to recognize that higher levels of education lead to higher quality care. Because staff education is one of the most consistent predictors of quality in an early childhood or school-age setting, a program earns more YoungStar points if staff have higher levels of education, as explained in the *YoungStar Quality Indicator Point Detail* documents:
>
> > Family: http://dcf.wisconsin.gov/files/youngstar/pdf/point-detail/2016-point-detail/point-detail-family-2016.pdf
> > Group: http://dcf.wisconsin.gov/files/youngstar/pdf/point-detail/2016-point-detail/point-detail-group-2016.pdf
> > School-Age: http://dcf.wisconsin.gov/files/youngstar/pdf/point-detail/2016-point-detail/point-detail-schoolage-2016.pdf

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administer YoungStar in six regions in Wisconsin. The YoungStar Consortium is responsible for the YoungStar application process, on-site technical consultation, regional and community training delivery, Formal Ratings with Observation, administration of micro-grants, assisting parents with locating child care programming, and working with DCF and other key state, regional, and local partners to support child care programming. More information can be found at http://dcf.wi.gov/youngstar/pdf/regional_entity_responsibility.pdf.

Day Camps: http://dcf.wisconsin.gov/files/youngstar/pdf/point-detail/2016-point-detail/point-detail-daycamps-2016.pdf